
Liquid Cafe

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Liquid Cafe

Introduction – 5 mins

Delegates will join in discussion of topics at as many tables as they wish – **Law of Two Feet**

Each table **host's job is to stimulate discussion** on their topic related to SaP and record **key points**.

40 mins

Each table host has no more than **ONE** minute to share with the rest of us **ONE interesting point in the discussion** at their table. *15 mins*

General discussion on key issues raised. *10 mins*

Each host **summarises key points** from discussion at their table on maximum of one side of paper

Table topics

1. How can we ensure that our approaches to students as partners are inclusive and engage diverse students? *Lauren Groenendijk*
 2. **Students as partners is a 'State of Mind'. How can we ensure students as partners is an ethos that informs all aspects of the student experience, not just isolated initiatives or individual teaching approaches?** *Lucie Sam Dvorakova*
 3. How can we move beyond speaking about or on behalf of students to working with students – as co-creators, co-researchers and co-designers with the potential for transforming teaching and learning? *Sophia Abbot*
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Table topics

Why might faculty/staff and administrators be indifferent or hostile toward the idea of engaging students as change agents? What strategies could address this? *Sabrina Kirby*

How can we ensure that where students work in partnership with faculty/staff all parties have an authentic rationale for working together and there are real mutual benefits for different forms of engagement? *Lucy Mercer-Mapstone*

How can we change the perceptions faculty/staff and students may have of one another to enable them to see each other as partners? *Anita Acai*

Table topics

- What evidence (anecdotal and researched) do we have that students as partners enhances the quality of learning and how can we fill the gaps? *Kelly Matthews*
 - How can we ensure that where students work in partnership with faculty/staff and administrators that all parties have an authentic rationale for working together and there are real mutual benefits for different forms of partnership? *Peter Felten*
 - How can we best develop partnership learning communities? *Rafaella Shammam*
 - How can we scale-up student as partner initiatives to engage a greater number of students and faculty/staff and administrators? *Kris Knorr*
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The End



100

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